CHAPTER V

CONCLUSION

5.1   Conclusion

This study is conducted to figure out how lexical cohesion is applied in the application letter of English Department students. To find out, the writer analyzed the application letter of English Department students that was taken during the examination. The application letter functioned as the data source. Data taken were 20 application letters from literature program students and 20 application letters from educational program students. In analyzing the data, firstly, it was placed into the table. Next is classification process and counting process. The last is describing the result of analysis.

The result of analysis reveals that all types of lexical cohesion devices are used in application letters. Repetition is the most frequent type that occurs in the application letter with the total number 189 or 71,32%. It mostly repeated subject because it needs to give an overview about the applicants. Hyponymy takes the second place of the most frequently occur in the application letter with the total number 37 or 13,96%. The usage of hyponymy represent the further information about the applicants' background. Next is collocation in the third place with the total number 22 or 12,6%. It is also represented to give further information about the applicants. Followed by synonymy on the fourth place with the total number 6 or 2,26% and antonymy on the fifth place with the total number 2 or 0,75%. It is

used to emphasize the applicants' identity information but using the different word to give variations. The last is meronymy with the total number 1 or 0,37%, this is the least lexical cohesion device used by the applicants. The usage of meronymy represents the applicants' background information in detail.

Beside lexical cohesion devices used in the application letters, the result also revealed that 96,22% of the lexical cohesion devices are used appropriately based on lexical cohesion theory. These lexical cohesion devices are appropriate based on Halliday's theory because they give lexical cohesion link to the sentences. The total number of appropriate lexical cohesion devices used is 255, meanwhile the total number of inappropriate lexical cohesion devices used is 10 or 3,77%. These lexical cohesion are considered inappropriate based on Halliday's theory which shows discontinuity in the text because of words selection in the text. This appropriateness of lexical cohesion used in application letters means the higher percentage of appropriate lexical cohesion devices used, could be more understandable the application letters are. In other words, the readers or the employers are able to understand the application letters easily.

5.2   Recommendation

After analyzing lexical cohesion used in the application letter of English Department students, it can be concluded that lexical cohesion is an important sub material because it resulted a better writing. Therefore, it is recommended that lexical cohesion should be included in any writing skill subjects to improve students' ability in writing cohesively. It is also recommended to give rise to

English Department students' conciousness of lexical cohesion devices used in any writing through teachers' feedback. For those who are interested in this field should extend their studies by comparing cohesion in different country, for instance, application letter made by English native speaker and non-native speaker.

5.3   Limitation of Study

There were about 8 business discourse classes at English Department consist of 4 classes from educational program and 4 classes from literature program. However, only 2 classes from literature program and 1 class from educational program that participated in this study. There were some classes did not make the application letter in the examination at the class. The other limitation from this study is the writer only focused on lexical cohesion. Whereas, there are two kinds of cohesion: grammatical cohesion and lexical cohesion. The writer breaks down the cohesion.

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